



Growing our future together through
awesome achievement,
brilliant behaviour and being connected citizens.



CHARTER 2022-2023

Addington Te Kura Taumatua

The 'Addington Attitude' is made up of qualities and deeply held beliefs about what is important and desirable.
They are expressed through the ways in which people think and act.



CHARTER 2022-2023

Addington Te Kura Taumatua

Awesome Achievement

To ensure curriculum design and delivery is learner focused so every student can experience success as they recognise use their strengths across the curriculum and reach their full potential.

NELP 2 3 4 6

Brilliant Behaviour

To keep the well being and strengths of the whole child at the centre of all we do, through mana enhancing, inclusive and culturally responsive practises.

NELP 1 3 5 8

Connected Citizens

To strengthen the relationships we have with our students, whānau, tangata whenua and our wider community

NELP 1 2 3 5 7 8

growing our future



SRATEGIC PLAN 2022-2023

Addington Te Kura Taumatua



Awesome Achievement

Engagement and Agency 2021

School wide Mathematics Achievement 2021 / 2022

School wide Literacy Achievement

Quality Te Reo Māori instruction and a MMI pathway to bilingual classroom 2021

Māori and Pasifika Student Achievement 2021

Effective Literacy and Numeracy Practice 2021

Assessment Responsive Practice (including Conductive Education specific practices)

Digital Technologies Curriculum 2021
Communication Technologies Conductive Education 2021 / 2022

The Arts/Creatives

Effective distributed leadership

Authentic contexts for curriculum integration and deep learning 2021



Brilliant Behaviour

Students resilience and self regulation

Strengths based approach to relationships and leadership 2021/2022

Adoption of a wellbeing model

Emotional intelligences and language

Gratitude and mindfulness practices

Quality Physical Activity 2021/2022

Reduction in students on Tier 2 & 3 interventions including stand-downs



Connected Citizens

Inclusive Playground Redevelopment Project 2021

Culturally responsive connections with our Māori Whānau and Pasifika Community 2021

Promotion and education of our families and wider community about Conductive Education 2021

Friends of Addington

Anytime responsive /Digital reporting to whānau 2022

A measure of connectedness

Explore connectedness over time for whanau (YO-Y6) 2022

Explore other multicultural responsive practices 2022

Systems and Processes

Transitions to and from School
- Cohort entry

School Enrolment Zone

External Processes

Commitment to Kahukura Wellbeing

Reciprocal Community connection



STRATEGIC PLAN 2021-2023

Addington Te Kura Taumatua





Awesome
Achievement



Brilliant
Behaviour



Connected
Citizens



We will

- design learning that strengthens digital practices across in the curriculum
- use assessment practices that gather information to identify students strengths, inform teacher practice and involve both students and whānau

We will ensure our students cultural identity is recognised and celebrated through

- The increased use of Te Reo Māori daily (incidental, planned and tikanga influenced)
- An understanding of the history of Aotearoa
- and responsive practices that support those students whose families who have travelled to make Aotearoa their home (2022 Pasifika focus)

Students, Staff, Board of Trustees and Wider community in partnership will

- Celebrate success and have genuine opportunities to connect
- Ensure who we are is reflected in our environment

The sustaining of these systems and practices also remain a focus priority at a leadership and team level (Business As Usual)

- Deep Learning Design Protocols
- Pr1me Maths - with a Kahukura Focus Group
- Practice Analysis Conversation (context may differ)
- Collaborative Partnerships
- Strength Coaching
- PB4L and HAL



ANNUAL PLAN 2022-2023

Addington Te Kura Taumatua

Designing learning that strengthens digital practices across in the curriculum



STRATEGIC FOCUS 2022

Addington Te Kura Taumatua

OUTCOMES

- Students will be being given opportunities to use digital tools to create content that shows understanding across the curriculum
- Teachers will be deliberately planning learning opportunities that use digital tools
- Students will be being given opportunities to learn in the digital technologies curriculum
 - Computational thinking for digital technologies: developing an understanding of computer science principles that underlie all digital technologies. They'll learn core programming concepts so that they can become creators of digital technology, not just users.
 - Designing and developing digital outcomes – learning how to design quality, fit-for-purpose digital solutions.

ACTIONS

- Lead PLD at staff meetings - 1 x 45 minute per term
- Host techie brekkies for teaching staff based on need and interest
- Model authentic use of ICTS in the classroom. Leading by example with enthusiasm
- Make the most of opportunities to be involved in extracurricular/special digital tech programmes - eg epro8, digi awards (plan and coordinate event)
- Liaise with the ICT Tech teacher to upskill students in ICTs and strengthen the Student Tech Team
- Making authentic connections with the use of ICTs to class curriculum /deep learning design.
- Use strategic release time to visit other schools to see digital tools being used authentically
- Create a school wide digital programme/expectation framework
- Create a digital app library

SUCCESS INDICATORS

- Shift in Leveraging Digital Rubrics - school conditions and learning design
- Digital technologies included in weekly Golden Time
- ICT Tech Team upskilled and having greater role in simple troubleshooting in class time
- Student agency is driving digital choice in the use of digital tools to create content that showcases learning and demonstrates understanding

WHO

- QUENTEN (Lead)
- Callum
- Felipe
- Michael TA
- Kylie TA
- Donna (Coach)

RESOURCING

- .1 FTTE teacher
- ICT Budget - which also covers tech hours (Janan Durey)
- Class issued ipads and chromebooks
- 2 x Epro8 kits
- Set of ozobots

Using assessment practices that gather information to identify students strengths, inform teacher practice and involve both students and whānau

OUTCOMES

- Teachers will have an improved understanding of
 - Assessment for Learning
 - The Purpose of Assessment
 - The Principles of Effective Assessment
 - Effective assessment diagnosis, intervention and evaluation practices
 - And a shared understanding of what a years progress looks like
 - Teacher impact
 - And how to scale up success
- School wide assessment practices will inform teaching practice (not for compliance) and be evidence of teacher impact
- Students and whānau will have opportunities to have agency in the sharing of their achievements
- Our HERO LMS platform will be used to authentically share learning and next steps by all partners (teachers, students and whānau)
- That student achievement beyond their academic achievements will be celebrated and recognised by their peers as what makes them awesome.

ACTIONS

- In late Term 1 apply for PLD facilitation for this strategic focus - based on the work of John Hattie's The Politics of Collaborative Expertise and our 'a years progress for a years teaching' 2022 Achievement Target.
 - Shifting the Narrative
 - Agreement on what a years progress looks like
 - Expect a years progress
 - Develop new assessment and progress tools to provide feedback to teachers
 - Know thy impact
 - Ensure teachers have expertise in diagnosis, interventions and evaluation
 - Stop ignoring what we know and scale up success
 - Link autonomy to a years progress
- And including
 - Goals shared with students and accessible on G Drive.
 - Students having Hero access and PD in how to upload evidence and feedback.
 - PLD for staff in HERO including examples of successful use

SUCCESS INDICATORS

- To decided as part of PLD application
- And including
- aligned assessment and reporting schedule
 - engagement and agency from all learning partners in the digital sharing (HERO) or learning artifacts/evidence of success and progress of learning goals.

WHO

- Senior Leadership Team
 - Donna Buchanan
 - Glenys Barr
 - Adam Mc Randle
 - Bridget Manson
 - Katy Craib
 - Ange Bolger

RESOURCING

- PLD Application for Facilitation
- Time committed to strategic focus in lead meetings
- Ministry Curriculum workbooks

Ensuring our students cultural identity is recognised and celebrated through The increased use of Te Reo Māori daily (incidental, planned and tikanga influenced) and understanding of the history of Aotearoa

OUTCOMES

- Tamariki having the opportunity to participate in Te Tipuranga (kapa haka) as a way to express themselves. The opportunity to perform reo Māori waiata through acton, poi and haka.
- Kaiako engaging with and learning specific events in Hītori o Aotearoa.
- Ensuring kaiako are aligning their practice to the Cultural competencies document - Tātaiako.
- Ensuring Māori tamariki have a sense of belonging (as mana whenua) and personal identity (whakapapa).
- For everyone else knowing where they are from
- Allowing flexibility in our language plan, to include both the Kahukura framework and linking to specific contexts/ events.
- Providing opportunities to celebrate Te Ao Māori through events, while ensuring Māori tikanga is practiced and mana upheld. Engaging whānau were possible and appropriate.

ACTIONS

- Ash and Tango to create short clips of poi and haka for tamariki to experience at school (outside) with kaiako or at home.
- In school staff PLD - 1 x 45 minute per term on hītori & tikanga
- School kit for ANZH Term 2 teaching year 4-6 tauira
- Acknowledging specific historical events in Aotearoa Matariki, Waitangi, Kemps deed, Parihaka
- Refresher on Tātaiako document and how it can be incorporated into everyday classroom
- Work with other BB Strat Goal team to lead planning and delivery of our 2nd Deep Learning Dive - Pacific Paradise Explored
- Embedding language and tikanga into Te Reo sessions
- Tauira Māori to create their pepeha
- Every tauira to be able to acknowledge where they or their whānau are from
- School or team Matariki event to acknowledge what Matariki is and how it played a significant role in how we interact with our whenua
- Whānau hui/ noho for Tipuranga and other whānau outside of Te Tipuranga

SUCCESS INDICATORS

- Tamariki gaining skills in poi and haka while we are unable to perform as a rōpū
- 4 PLD session through out the course of the year
- Use the school kits to help support our teaching and learning of ANZH
- Incidental use of Te Reo Māori in different contexts and areas within the kura
- Continual shift in confidence for kaiako to learn and teach in Te Reo & tikanga
- Kaiako using the Tataiako document to inform practice
- Being able to identify and reflect on which of the 3 P's we are upholding in te tiriti (Protection, partnership and participation).
- Tauira are celebrated and recognised for their personal identity
- Everyone (adults & tamariki) having their map in their classroom and identifying where we come from.
- Safely holding an event/s within the current COVID protocols for the date planned

WHO

- Nicole Baxter-Warren (lead)
- Adam McRandle (coach)
- Bridget Manson
- Juanita Bryers
- Ira Febriana

RESOURCING

- Nicole teaching reo Māori in .4 role
- Weekly slides to introduce whakataukī, kīwaha, information and wero.
- New rauemi purchased to support teaching and learning of reo Māori
- Kapa haka kaiako - Ash and Tango
- NZAHC draft document
- TAO TRM x 1 kaiako



STRATEGIC FOCUS 2022

Addington Te Kura Taumatua

Leading responsive practices that support those students whose families who have traveled to make Aotearoa their home (2022 Pasifika focus)

| OUTCOMES | ACTIONS | SUCCESS INDICATORS | WHO |
|---|---|---|--|
| <ul style="list-style-type: none"> Increased engagement of families that have travelled to make NZ their home, in particular Pasifika families in school events and student learning. Establish connections with in our Kura, wider Pasifika community and other similar kura in Christchurch Students having targeted and specific opportunities to develop their understanding and use of English. Opportunities for Pasifika students to use and showcase their own language and cultural competencies with their peers and community. Increased visibility and representation in the school environment of our cultural make up. Lift Pasifika students achievement levels in Reading, Writing and Maths. | <ul style="list-style-type: none"> In school staff PLD - 1 x 45 minute per term Work with other BB Strat Goal team to lead planning and delivery of our 2nd Deep Learning Dive - Pacific Paradise Regular communication in the newsletter about significant cultural events and celebrations (see wall planner) Creating Talanoa, building relationships through fanau connections, Staff to Identify families who maybe willing to work alongside us. Source a variety of targeted and specific language resources such as dual text resources. Initial Talanoa/Fono Student Performance and cultural extension and Student engagement Develop Connections with Schools and community groups Developing Resources for best practice teaching | <ul style="list-style-type: none"> Pasifika Families being present in school events International families utilizing school connections and services to engage with their child's learning and school activities. Pasifika Student voice can show how they feel connected and listened to and seen at Addington Te Kura Taumatua Teachers are resourced and are able to use resources to support ESOL best practices for literacy growth and culturally responsive practices Use of appropriate. assessments which enable success for to track positive growth in students reading, writing and maths. | <div data-bbox="2199 243 2805 956"> <ul style="list-style-type: none"> Sheryn Follero (Lead) Katy Craib Lyn Petch Glenys Barr (Coach) </div> <div data-bbox="2199 956 2805 1733"> <h3>RESOURCING</h3> <ul style="list-style-type: none"> .1 Staffing (.3 in T1) 2 x teacher aides ESOL funding @\$40,000 </div> |



STRATEGIC FOCUS 2022

Addington Te Kura Taumatua

Strengthening PB4L

HAL - Healthy Active Learning

OUTCOMES

Healthy Active Learning

- Schools and kura understand and recognise the value of the Health and Physical Education and Hauora curriculum
- Improved wellbeing of tamariki through healthy eating and drinking and quality physical activity.

PB4L

- Improved hauora for students and their whānau - developing knowledge, skills and competencies essential to health and wellbeing.
- PB4L Systems and Processes are strengthened

ACTIONS

Healthy Active Learning

- Build staff confidence and capability in delivering the Health and Physical Education and Hauora curriculum
- Create opportunities and maintain environments that support and promote quality play, physical education, sport and physical activity
- Support and promote healthy food and drink environments

PB4L

- PB4L Systems and Processes reviewed, updated and communicated
- PLD via In school staff and PLD on Responses to Bullying, PB4L Tier 1 and Tier 2, Restorative Practises
- Communicate PB4L focus' and PB4L behaviour responses to whānau through newsletter, Seesaw,

SUCCESS INDICATORS

Healthy Active Learning

- Staff participating in PLD, incorporating school values through play, P.A., P.E., Sport. Using resources that strengthen HAL.
- Safe and Inclusive spaces where ako are engaged in a range of physical activity options; accessing opportunities and equipment, both structured and unstructured
- Positive attitudes, knowledge and behaviours towards nutrition
- Strong connections with the wider community, including whānau and local health and physical activity providers

PB4L

- Regular review cycle - focus on updating an essential feature each term
- Staff, student and whānau gain understanding of our agreed Responses to Bullying and being an upstander
- Student and community groups using our spaces and offering their expertise mutually beneficial relationships External providers weave our school values into their...
- Inform parents and whanau of our bullying response through newsletters/whānau evenings

WHO

- Kerry Johnson (Lead)
- Ange Bolger
- Glenys Barr (Coach)
- Ang Bond
- Millie
- Janetta

RESOURCING

- Release for staff to attend HAL and PB4L hui with lead facilitators
- PB4L budget
- Sport and PE Budget
- Community funding projects



STRATEGIC FOCUS 2022

Addington Te Kura Taumatua

Celebrating success and having genuine opportunities to connect

OUTCOMES

- 1.Improved personal and organisational hauora, enabling staff to have agency to achieve our school goals.
- 2.Ensuring we are intentional about our mahi, have fun and create powerful ‘moments’* for ourselves and our students
- 3.Enhance our student leadership programme to give our leaders mana around our kura.
- 4.Communicate success with school and wider community.
- 5.Provide opportunities to foster staff well being through social events/activities.
- 6.Create a shared understanding about the importance of wellbeing so we can be the best version of ourselves for our learners and community.

ACTIONS

- 1.Staff - ongoing strengths coaching (Emma Shivers) to develop staff understanding and application of the strengths-based philosophy. AS
- 2.Develop systems that allow opportunities for staff voice and choice to be exercised.
- 3.Connect with leaders regularly. Make sure they are visible around our school. Create and make goals along side the leaders. Provide 2 opportunities for the leaders to help organise and lead school wide fundraisers/events. Have opportunities for the students to connect with student leadership team and staff.
- 4.Share staff celebrations with wider school community through Hail Newsletter. Student leaders to organise an item to include in hail (fortnightly/monthly). Improve the "Fish"system.
- 5.Organise a staff event once a term. And promote team wide events. Get staff voice about well being events and availability.
- 6.Having regular staff discussions about what well being means to us.

SUCCESS INDICATORS

- 1.Staff will continue to have personal and professional conversations about their own strengths and how they best support their team and our kura. Using their strengths in a meaningful and positive way.
- 2.Students from all year levels feel they can have opportunities for their voice to be heard.
- 3.The leaders will feel they have mana. They will have agency over decisions and activities in a school wide setting.
- 4.Community will celebrate the success of students AND staff alongside us and our learners.
- 5.Four events throughout the year for staff to connect with each other outside of school hours. Teams also encouraged to do four throughout the year and feedback to rest of staff.
- 6.Create a shared well being wall in the staffroom to communicate well being success.

WHO

- Alanna Rush (Lead)
- Nic Thomassen
- Amber Doyle
- Sam Bloxham
- Donna Buchanan (coach)

RESOURCING

- PLD Budget
- Social Club Funds



STRATEGIC FOCUS 2022

Addington Te Kura Taumatua

Ensuring who we are is reflected in our environment



STRATEGIC FOCUS 2022

Addington Te Kura Taumatua

OUTCOMES

- To ensure our cultural narrative is featured in the areas of the playground
- To have a clear indication of the main entry to the school (Somerset Crescent) - welcoming
- To have wayfinding signage that clearly directs visitors to buildings, play spaces etc
- To have representation of the diverse cultural make up of our school
- To have our Remembrance Garden finished to honour the students/staff and events it has
- To have our school values (ABCs) visible/represented in the play spaces
- To have our ABCs - matching up a to a cultural competency (not a transliteration)

ACTIONS

- Teachers to deliver a series of lessons links the playground spaces to our cultural narrative - Ngā Manu
- Look at playgrounds and examples of signage at other schools - wayfaring and values
- Seek designs and quoted from companies for signage
- Collect student and whanau voice/ideas for cultural representation
- Plan a budget/prioritise spending (may have 2023 budget implications)
- Have flags on display in the hall (or similar)
- Finalise and install tributes in the remembrance garden with those families/events it represents.
- Connect with Ngāi Tahu for ABC values matching in Te Reo

SUCCESS INDICATORS

- Students an name both trees and birds that inhabited the land our school is on and that of wider Ōtautahi
- There is a sign on our main entry points
- Visitors to the school can find their way around
- All students can identify a space in the playground/school that represents them
- A memorial function is held for those families/event that are represented in the remembrance garden
- Our school values (ABCs) visible/represented in the play spaces
- Our ABCs - match up a to a cultural competency which the students can all pronounce and explain

WHO

- Te Ahu o Te Reo Maori teachers (Bridget, Nicole, Donna)
- All staff
- BOT
- Designers and Manufacturers TBC
- Whānau to the school - past and present

RESOURCING

- Budget Line - BOT Expenses (portion of \$5000)
- Fundraising

STRATEGIC TARGET AND ANNUAL AIM (2022/23)

Ensuring curriculum design and delivery is learner focused so every student can experience success as they recognise use their strengths across the curriculum and reach their full potential.

Keeping the well being and strengths of the whole child at the centre of all we do, through mana enhancing, inclusive and culturally responsive practises.

TARGET

- Every learner at Addington Te Kura Taumatua will continue to flourish and succeed. Inclusive, strength based (wellbeing) focussed practices are the foundation of improved reading, writing and mathematics
- Every learner will make at least one years worth of progress for a years worth of teaching

OUTCOMES

- Staff are supported to implement inclusive progressions based T & L, enabling personalised teaching to meet the needs of all learner
- Students and whānau are more involved in their child’s progress and achievement in relation to the core curriculum areas in NZC
- Staff, students and whanau understand how each child learns (strengths) to support the development of personalised and more inclusive learning pathways [which includes how spaces are used].
- The school (staff, leadership, bot) reflect on previous and current achievement data and use this to evaluate the effectiveness of the T&L (pedagogy, practice, programmes & environment).

BASE LINE DATA

- 2022 - Learning Progression Framework data for Mathematics for all students -(across each set)

MONITORING

- Principal
- Tumuaki and SLT Team
- SENCO / Pastoral Team

RESOURCING

- PLD Facilitation
- Staff Meeting times
- Use of CRT
- Teacher release if needed
- HERO Guides



ANNUAL TARGET 2022

Addington Te Kura Taumatua

STRATEGIC TARGET AND ANNUAL AIM (2022/23)



ANNUAL TARGET 2022

Addington Te Kura Taumatua

| WHO | WHAT | WHEN | MEASURES/PROGRESS |
|---|--|---|--|
| Principal and Associate Principals (Tumuaki) Team Leaders (SLT) Teaching Staff | PROGRESSION BASED TEACHING AND LEARNING Staff complete relevant and appropriate ongoing PD. Staff refine progressions for learners across core curriculum area of reading, writing and maths to ensure that these are inclusive. Staff refine the ATKTM assessment and reporting overview including across team moderation. The deliberate use of teaching spaces is planned for and links to T&L. (learners needs and next steps) | <ul style="list-style-type: none"> Beginning T2/2022 Maths 2022 Reading TBC Writing TBC End of 2022 Ongoing | Staff attendance at PD. Refined progressions are updated within HERO and are available for staff, students and whānau An updated whole school assessment and reporting overview is purposeful, in that it supports the teaching and learning programmes within the school. PAC and Growth Cycle Reflections show links between the environment* and T&L. *Ref:Deep Learning Quadrant |
| SLT, Team Leaders and Teaching Staff | WHĀNAU ENGAGEMENT Ways to engage students and parents more in learning goal setting and progressions are identified and implemented. | Ongoing 2022 Term 1, 2023? | Process is in place (before start of T1) for setting goals in core curriculum areas with whanau and learners at goal setting meetings at the start of T1 2023. Meetings are held with whanau to explain progressions (T1). |

STRATEGIC TARGET AND ANNUAL AIM (2022/23)

| WHO | WHAT | WHEN | MEASURES/PROGRESS |
|--------------------------------|---|-------------------|---|
| Tumuaki SLT Team leaders | KNOWING OUR LEARNERS Tumuaki Team to develop a system to identify any potential learning differences and a system to identify each learner's strengths. | term 2 and 3 2022 | Define inclusive learning - equity and excellence for all. |
| All staff | | | Define learning strengths and new terminology |
| SENCO SLT Team leaders | Staff implement the system for identifying any potential learning differences and each learner's strengths | Term 4 (sampling) | Framework/Process - noticing [what are signs], adjusting (through planning) - focus on teaching - start using for identified LD children this year. |
| SLT | Guidelines are developed to ensure the system is used effectively and consistently across the school. | Term 1 2023 | Develop a canvas/template for all learners by end of year for handover and use for goal setting meetings start 2023. |
| SLT All Staff | | Term 2/3 2022 | A learning strengths profile is developed for all learners. |
| | | | A system is documented to identify any learning difference and is being used for all learners. Results are shared and discussed with whānau at learning conferences |
| | | | Random sample of whānau following conferences |



ANNUAL TARGET 2022

Addington Te Kura Taumatua

ADD STRATEGIC TARGET AND ANNUAL AIM

| WHO | WHAT | WHEN | MEASURES/PROGRESS |
|--|--|--|---|
| <p>SESCO Tumuaki SLT Team leaders</p> <p>All staff</p> <p>SESCO SLT Team leaders</p> <p>SLT</p> <p>SLT All Staff</p> | <p>TEACHING AS INQUIRY</p> <p>Teaching and learning programmes, including those for priority learners, are continuously refined to incorporate learnings from student progression data and effective practice is identified and shared across the school.</p> <p>Systems are in place to identify and closely monitor progress for groups of learners (for example, at risk, Māori and high ability) and to put additional adjustments/measures in place for those target learners who have not made the expected levels of progress (needs to involve whanau).</p> | <p>Termly</p> <p>Term 2 and 4</p> <p>Ongoing</p> | <p>Data (showing amount of progress and achievement) is available for groups and cohorts of learners on a more regular basis. Data shows learners achieve their goals.</p> <p>Audit random sample of staff growth cycle documentation to ensure achievement data is discussed. and Self Review /Next steps identified.</p> <p>Learning plans and/or programmes show differentiated programs are in place to meet the needs of individual learners. Audit to check for target learners.</p> <p>(PAC Process)</p> |



ANNUAL TARGET 2022

Addington Te Kura Taumatua

Designing learning that strengthens digital practices across in the curriculum



Addington Te Kura Taumatua

ACTION PLAN 2022

| ACTION | WHO | TIME LINE | RESOURCES | COMMUNICATION |
|--|---|---|---|---|
| <p>To increase use of digital tools across all key areas of curriculum (Reading / Writing / Maths / Te Reo Maori / ESOL / conductive education.</p> <p>Create digital questionnaire about digital tools currently used, their use & suggestions tamariki Yr 0-6 across Kura.</p> <p>-Create a digital schema of agreed digital tools across the school for different yr groups incl SLT.</p> <p>Ensure students have access & digital skills how to navigate to Hapara, google drive, docs, slides, CANVA other apps within lessons to show their learning.</p> <p>Integrate and use digital tools within each deep dive unit across school. Work with Team Leaders on tools to facilitate this.</p> <p>In school staff PLD - 1 x 45 minute per term</p> | <p>-Questionnaire - (Quenten, Callum W6)</p> <p>-Analyse data from survey & design schema, including a 'how to guide' based on feedback. (Felipe, Callum, Quenten)</p> <p>All Staff - Need to agree on core/must know digital tools to guide rest of year.</p> <p>Create a digital guide for deep learning / suggestions.</p> <p>Links to different parts of curriculum. (Felipe/ Callum / Quenten)</p> <p>Staff PD on developed schema Yr 0-6 (apps / digital tools). Late T1 / Early T2 (Felipe,Callum,Quenten)</p> | <ul style="list-style-type: none"> • Questionnaire created by end of week 6. Sent to kaiako @ start of W7. (F/C/Q) • Prepare schema for implementation across teams early T2. Start T2 • Established a schema for whole school end of T1 W10 • Whole Year 2022 • T2 onwards • By end of T1. | <ul style="list-style-type: none"> • Time with teams to discuss apps, digital tools currently in use. (survey in T1) • Time with SLT to discuss&agree on digital tools to develop & implement for rest of 2022 onwards. • Off site visits to see digital tech tools in use in other kura. <ul style="list-style-type: none"> • Zoom where needed if not in person. • MOE documentation Incl. Digital Curriculum | <ul style="list-style-type: none"> • Google survey (sheets T1) • Email • Zoom • Email, communication with Team leaders, SLT other kaiako • HAIL, Email, Facebook, Seesaw communication & paper printouts for Whanau engagement meetings 'Digi workshops' • Small Group / Tech breakfasts for all staff. • Workshops for Whanau to understand digital learning at Addington Te Kura iin 2022 and beyond. • Workshops for tech leaders & other students to develop technical expertise. |

Using assessment practices that gather information to identify students strengths, inform teacher practice and involve both students and whānau

| ACTION | WHO | TIME LINE | RESOURCES | COMMUNICATION |
|---|--|---|---|---|
| <ul style="list-style-type: none"> In late Term 1 apply for PLD facilitation for this strategic focus - based on the work of John Hattie's <i>The Politics of Collaborative Expertise</i> and our 'a years progress for a years teaching' 2022 Achievement Target. <ul style="list-style-type: none"> Shifting the Narrative Agreement on what a years progress looks like Expect a years progress Develop new assessment and progress tools to provide feedback to teachers Know thy impact Ensue teachers have expertise in diagnosis, interventions and evaluation Stop ignoring what we know and scale up success Link autonomy to a years progress And including <ul style="list-style-type: none"> - Goals shared with students and accessible on G Drive. -Students having Hero access and PD in how to upload evidence and feedback. PLD for staff in HERO including examples of successful use | <ul style="list-style-type: none"> Donna Adam Brent | <ul style="list-style-type: none"> Wednesday 6th April - writing the application | <ul style="list-style-type: none"> https://www.pearson.com/content/dam/corporate/global/pearson-dot-com/files/hattie/150526_ExpertiseWEB_V1.pdf Time/Release <ul style="list-style-type: none"> Leadership PLD Staff PLD Collaborative support from Gavin and Clare at Cashmere Te Tae Kereru and school visits with other schools using this approach PLD Facilitation with Brent Langford | <ul style="list-style-type: none"> Staff Meetings Leadership Meetings |



ACTION PLAN 2022

Addington Te Kura Taumatua

Ensuring our students cultural identity is recognised and celebrated through
The increased use of Te Reo Māori daily (incidental, planned and tikanga influenced) and understanding of the history of Aotearoa



Addington Te Kura Taumatua

ACTION PLAN 2022

| ACTION | WHO | TIME LINE | RESOURCES | COMMUNICATION |
|--|--|---|---|--|
| <ul style="list-style-type: none"> Ash and Tango to create short clips of poi and haka for tamariki to experience at school (outside) with kaiako or at home. In school staff PLD - 1 x 45 minute per term on hītori & tikanga School kit for ANZH Term 2 teaching year 4-6 tauira Acknowledging specific historical events in Aotearoa Matariki, Waitangi, Kems deed, Parihaka Refresher on Tātaiako document and how it can be incorporated into everyday classroom Work with other BB Strat Goal team to lead planning and delivery of our 2nd Deep Learning Dive - Pacific Paradise Explored Embedding language and tikanga into Te Reo sessions Tauira Māori to create their pepeha Every tauira to be able to acknowledge where they or their whānau are from School or team Matariki event to acknowledge what Matariki is and how it played a significant role in how we interact with our whenua Whānau hui/ noho for Tipuranga and other whānau outside of Te Tipuranga | <ul style="list-style-type: none"> Nicole and Ash Nicole and Adam, with tautoko from team <p>Year 4 - 6 kaiako Adaption from Nicole for lower years</p> <p>All professional staff kura</p> <p>All in BB 1 Focus Group with BB 2 Focus group</p> <p>Nicole in partnership with Kaiako and kaiawhina</p> <p>Our team to drive it and kaiako backing to deliver</p> <p>Nicole, Bridget, Juanita, Ira</p> <p>Nicole, Bridget & Juanita</p> | <ul style="list-style-type: none"> Term One Whole year Term 2 onwards Develop over the year, needs to be bought to attention at first PLD session End of term one to plan Whole year Complete by end of term 1 Planning Beginning Term 2 TBC current protocols | <ul style="list-style-type: none"> Video, sessions of poi with kaiako Zoom School kit, ANZH draft curriculum, Ngāi Tūāhuriri blue and red book Tataiako PDF Time with the two teams All the new raeumi, the powerpoint slides and Kahukura language plan, Nicole's PD Maps in all classes - record to share across kura Evening event | <ul style="list-style-type: none"> Email Zoom School kit organisation - access to websites Face to face, zoom, email Email, communication with Team leaders, other kaiako Email from BB focus 1 HAIL, Email, Facebook, Seesaw |

Leading responsive practices that support those students whose families who have traveled to make Aotearoa their home (2022 Pasifika focus)

| ACTION | WHO | TIME LINE | RESOURCES | COMMUNICATION |
|---|--|--|---|---|
| <ol style="list-style-type: none"> 1. In school staff PLD - 1 x 45 minute per term 2. Work with other BB Strat Goal team to lead planning and delivery of our 2nd Deep Learning Dive - Pacific Paradise 3. Regular communication in the newsletter about significant cultural events and celebrations (see wall planner) 4. Creating Talanoa, building relationships through fanau connections, 5. Initial Talanoa/Fono 6. Identify families 7. Student Performance and cultural extension and Student engagement 8. Connections with Schools and community groups 9. Developing Resources | <ol style="list-style-type: none"> 1. CLDL Team / Glenys 2. Strat Team, Support Staff CLDL Team 3. Sheryn 4. CLDL team SL /Jo Grace 5. Strat team 6. All Staff 7. Sheryn / Robbie / student leadership 8. Jo/ Grace / Glenys/ Sheryn 9. CLDL team | <ol style="list-style-type: none"> 1. Term 1 2. Term 1 start 3. Regular Events see calendar 4. Start term 1 5. When protocols allow 6. Start term 1 7. Start term 1 8. Start term 1 9. Start term 1 | <ol style="list-style-type: none"> 1. MOE Talanoa App / ELLP pathways / Strategies & Resources- TALL and CLDL best practice / PLD how staff connect with fanau / What are our resources? need? 2. Developing resources / MOE / TKI / Fanau Voice / Student Voice / School community 3. Wall planner/online calendar 4. learning conversations, get connecteds / fanau events / pasifika celebration event. 5. Time. School space, online space. 6. Teacher & staff knowledge, seesaw, text, phone / Events Key families /Communication to suit our fanau. 7. Pasifika Percussion & Performance / 1st Language Groups / Cultural Leader Role / Arts / Sports (G Time / Lunch Activity) 8. Hillmorton / Riccarton Primary Cluster schools- Sacred Heart / South /Preschools - Lalaga church? 9. Have? Need? Staff PD | <ol style="list-style-type: none"> 1. Worksheet / Calendar / Email - staff and lead team / Staff Meeting agenda and minutes 2. Meet with BB 3. School calendar / Hail / Seesaw / paper 4. Connecting with key families. Ways to do this? Preferences/What suits. How digitally connected are our families? How to push notify (Phone/Text popular) 5. Online, text coms , zoom? 6. emails, 7. seesaw, Hail, teachers, assemblies, outside events 8. emails, visits(when allowed) schools 9. MOE, TKI, ESOL cluster schools |



ACTION PLAN 2022

Addington Te Kura Taumatua

Strengthening PB4L HAL - Healthy Active Learning

| ACTION | WHO | TIME LINE | RESOURCES | COMMUNICATION |
|---|---|--|---|--|
| <ul style="list-style-type: none"> • Build staff confidence and capability in delivering the Health and Physical Education and Hauora curriculum • Create environments that support and promote quality play, physical education, sport and physical activity opportunities • Support and promote healthy food and drink environments using the Tapu wha model • Communicate with whanau about our bullying response and procedures | <ul style="list-style-type: none"> • Kerry • Rebecca Stokes • BOT • All Staff • Community e.g. origin sport, external providers, • All Staff • Ka Ora Ka Ako providers (Anna and UC) | <ul style="list-style-type: none"> • Whole year • Termly PLD • Whole year | <p>Canterbury Sport</p> <ul style="list-style-type: none"> • Rebecca Stokes HAL facilitator, HAL hui, HAL google drive, Hal facebook group • Josh / Tū Manawa funding for extra resources and ideas. • Sports start and • PENZ - Movewell resources and facebook group • Staff HPE champions in each teaching team • Origin Sport - Greg • Primary Sport Canterbury / SW Zone sport • External providers (Softball, Basketball, Cricket, Swimming) • Ministry of Health - • MoH Websites • Health Ed - free public health resources from • Healthy Food in Schools resource | <ul style="list-style-type: none"> • Hail newsletters - informing whānau / community of PB4L initiatives and HAL opportunities • Hero data - driving decision making and planning within teams • Sensemakers Project - gathering student staff and whānau voice • • Learning In Through and About Play showing progressions and linking to the ABC school values • Appreciate and promote Activation of girls / opportunities for Inclusion and those to disability |



ACTION PLAN 2022

Addington Te Kura Taumatua

Celebrating success and having genuine opportunities to connect

ACTION

1. Staff - ongoing strengths coaching (Emma Shivers) to develop staff understanding and application of the strengths-based philosophy. AS
2. Develop systems that allow opportunities for staff voice and choice to be exercised. Once a term invite 2X students from every class to come to student meeting with student leaders.
3. Connect with leaders regularly. Make sure they are visible around our school. Create and make goals along side the leaders. Provide 2 opportunities for the leaders to help organise and lead school wide fundraisers/events. Have opportunities for the students to connect with student leadership team and staff.
4. Share staff celebrations with wider school community through Hail Newsletter. Student leaders to organise an item to include in hail (fortnightly/monthly). Improve the "Fish" system.
5. Organise a staff event once a term. And promote team wide events. Get staff voice about well being events and availability.
6. Having regular staff discussions about what well being means to us.

WHO

1. Emma/Donna
2. Alanna/Team
3. Team
4. Teacher spotlight: Week 3: Alanna, week 6: Sam, Week 9: Nic, Week 3 (term 2): Amber. Student item - part of fortnightly meetings. Team oversees FISH: Alanna to sort prizes Term 1. Amber to send out email about prizes and day change- "Wednesday Wows"
5. Well Being Team and teaching teams
6. Staff

TIME LINE

1. All year
 2. Term 1: Week 6 (Tuesday)
 - Term 2: TBC
 - Term 3: TBC
 - Term 4: TBC
 3. Every fortnight Wednesday lunch time.
 - Jumping June (fundraiser)
 - Fundraiser (Gumboot Friday? TBD)
 4. Teacher spotlight:
 - Week 3: Nicole Shave for a cure
 - Week 6: TBD
 - Week 9: TBD
 - Week 3: Sam's baby (TBC)
- Fortnightly student item. FISH to be available from staffroom. Weekly announcements and prizes. Announcements over Zoom during COVID.
5. Once a term (whole staff), Once a term (teams)
 6. Well being team in charge of wall once a term change up

RESOURCES

1. Emma Chivers
2. Meeting space- Library- (TBC)
3. Whole team to come to meetings. Jumping June School pack being sent to us.
4. HAIL (teacher spotlight and student item). Coffee voucher for FISH.
5. Place to share social event ideas (well being wall).
6. Wall and decorative things- whiteboard in staffroom. COVID dependant.

COMMUNICATION

1. Donna/Emma to communicate. Meetings over zoom for the foreseeable future.
2. Alanna to email teachers about nominating 2 students to share ideas at 'student council meetings'. Also leaders need to come and help lead the meetings.
3. Meetings written on week sheets. Announcement over the speaker just before meeting. Letter sent home about fundraisers - leaders to help write.
4. Regular communication to staff about upcoming events.
5. Well being team to promote events and encourage teams to meet.
6. N/A



ACTION PLAN 2022

Addington Te Kura Taumatua

Ensuring who we are is reflected in our environment

| ACTION | WHO | TIME LINE | RESOURCES | COMMUNICATION |
|--|--|---|---|---|
| Teachers to deliver a series of lessons links the playground spaces to our cultural narrative - Ngā Manu | <ul style="list-style-type: none"> Te Ahu O Te Reo Maori teachers and all staff Nicole Baxter-Warren | <ul style="list-style-type: none"> Starting Term 1, 2022 | <ul style="list-style-type: none"> Time | <ul style="list-style-type: none"> Introduced at Staff Only Day in January Integrated into Te Reo Maori programme |
| Look at playgrounds and examples of signage at other schools - wayfaring and values | BOT and Tumuaki Team | Term 2 | Professional Contacts and google searching | BOT Meeting agenda item |
| Seek designs and quoted from companies for signage | BOT | By end of Term 2 | Company TBC | |
| Collect student and whanau voice/ideas for cultural representation | All staff | Term 2 | Survey to be created to gather voice (DONNA) | Staff Meeting and leadership team Meeting agenda when applicable |
| Plan a budget/prioritise spending (may have 2023 budget implications) | BOT | Term 1 BOT Meeting - 4th April | | |
| Have flags on display in the hall (or similar) | TBC | By end of Term 2 | To be contracted out for install - or will need cherry picker | |
| Finalise and install tributes in the remembrance garden with those families/events it represents. | Remembrance Garden Team - inc Glenys, Astrid and Juanita | Date TBC - will be seasonal dependent | Company TBC | |
| Connect with Ngāi Tahu for ABC values matching in Te Reo | Donna and Nicole to contact Ngāi Tahu | Late Term1/ early term 2 | Iwi representative | |



ACTION PLAN 2022

Addington Te Kura Taumatua